

## Term Information

Effective Term Spring 2024  
*Previous Value* Summer 2012

## Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Course is being proposed to fulfill GEN Theme Health & Well being

What is the rationale for the proposed change(s)?

See attached document

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

This course will continue to be an elective course for psychology majors

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

## General Information

Course Bulletin Listing/Subject Area	Psychology
Fiscal Unit/Academic Org	Psychology - D0766
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	2303
Course Title	Positive Psychology
Transcript Abbreviation	Positive Psych
Course Description	Introduction to the field of positive psychology. Topics include positive affect, subjective well-being, optimism, psychological strengths, emotional intelligence, compassion, humor, and spirituality.
Semester Credit Hours/Units	Fixed: 3

## Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster
<i>Previous Value</i>	<i>Columbus, Lima, Mansfield, Marion, Newark</i>

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## Prerequisites and Exclusions

### Prerequisites/Corequisites

### Exclusions

### [Previous Value](#)

Not open to students with credit for 303.

### Electronically Enforced

No

## Cross-Listings

### Cross-Listings

## Subject/CIP Code

### Subject/CIP Code

42.2807

### Subsidy Level

Baccalaureate Course

### Intended Rank

Freshman, Sophomore

## Requirement/Elective Designation

Health and Well-being

The course is an elective (for this or other units) or is a service course for other units

### [Previous Value](#)

*The course is an elective (for this or other units) or is a service course for other units*

## Course Details

### Course goals or learning objectives/outcomes

- Describe the underlying assumptions and basic questions of positive psychology.
- Demonstrate insights into personal strengths and participate in exercises designed to bolster these strengths.
- Describe the various constructs associated with subjective well-being as well as the ways in which these constructs can be used to improve daily functioning
- GE Health & Wellbeing Goal 1- Successful students will analyze health and well-being at a more advanced and deeper level than in the Foundations component.
- GE Health & Wellbeing Goal 2 (next line-ran out of room)
- Successful students will integrate approaches to health & wellbeing by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes & that they anticipate in future
- GE Health & Wellbeing Goal 3 (next line)
- Students will explore & analyze health & well-being through attention to at least two dimensions of well-being. (e.g., physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc

### [Previous Value](#)

**Content Topic List**

- What is positive psychology?
- Hope
- Positive thinking
- Character strengths
- Successful aging
- Meaning in life
- Mindfulness
- Spirituality & morality
- Gratitude
- Humor
- Relationships
- Forgiveness
- Wellness

**Sought Concurrence**

No

**Attachments**

- Psych 2303 GEN ELOs.pdf: GEN ELO document  
*(Other Supporting Documentation. Owner: Paulsen, Alisa Marie)*
- PSYCHOLOGY 2303\_syllabus\_GE submission TT revision Oct 2023.docx: Revised Syllabus  
*(Syllabus. Owner: Paulsen, Alisa Marie)*
- Psych 2303 Cover Letter.docx: Cover Letter  
*(Cover Letter. Owner: Paulsen, Alisa Marie)*

**Comments**

- Please see feedback email sent 10-09-2023 RLS *(by Steele, Rachel Lea on 10/09/2023 04:02 PM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Paulsen, Alisa Marie	05/10/2023 07:57 AM	Submitted for Approval
Approved	Paulsen, Alisa Marie	05/10/2023 07:58 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/08/2023 11:33 AM	College Approval
Revision Requested	Steele, Rachel Lea	10/09/2023 04:02 PM	ASCCAO Approval
Submitted	Paulsen, Alisa Marie	10/20/2023 10:50 AM	Submitted for Approval
Approved	Paulsen, Alisa Marie	10/20/2023 10:50 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	10/20/2023 10:54 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	10/20/2023 10:54 AM	ASCCAO Approval

October 20, 2023

Dear Health and Wellbeing Theme Advisory Group,

Thank you for your review and feedback on our submission of Psychology 2303 for the GEN Health and Wellbeing Theme. Our faculty have reviewed the feedback and detail below the changes made in response to the reviewing faculty's concerns and recommendations.

1. The reviewing faculty ask that the department clarify whether the textbook is required or recommended; though it appears from the course schedule that the textbook is required, this is not explicitly stated on pg. 5 of the syllabus under "Course Materials and Technology".

\*We specified that the textbook is required in the "Course Materials and Technologies" section.

2. The reviewing faculty ask that the department provide more information about how the course constitutes an advanced study of the discipline and/or request that the course content be revised to provide more opportunities for critical thinking, scholarly exploration, and other types of advanced learning. They note and appreciate the in-depth nature of the final project and would like to see more activities and readings that engage students at this level.

\*We added a required book, Viktor Frankl's *Man's Search for Meaning*. Frankl was an existential psychiatrist who wrote about his experience as a prisoner in concentration camps in World War II in the first part of his book. Rather than focusing on the horrors of the camps, Frankl discusses how he survived the camp by having a "will to meaning." Despite the context, Frankl experiences and addresses many positive psychological concepts within the book, including (but not limited to): finding and making meaning within adversity, resilience, courage, savoring, transcendence, humility, mindfulness, kindness, gratitude, grit, altruism, integrity, hope, and love. The second half of the book focuses on his form of existential therapy, termed logotherapy, and how he used logotherapy to help individuals find and make meaning within their lives. This discussion enhances students' critical learning about the scholarly and innovative nature of creating his own logotherapeutic approaches. This is an excellent example of the university themes of diverse emotional, spiritual, and creative wellness. Students enjoy reading the book and articulating how it aligns with positive psychology concepts and critically evaluate its components. It challenges students to acknowledge that they can be resilient even in the most adverse of situations, and the discussions and reaction papers largely focus on how they can use the skills learned when they are faced with challenges within their lives.

\*We added a film assignment that will include a reflection paper and class discussion that will showcase students' critical thinking about the messages of the film and how they align with class content, particularly resilience, transcendence, character strengths, and post-traumatic growth.

\*We would like to emphasize that students will engage in in-depth experience, critical thinking, and scholarly/advanced learning within **all** the assigned reflection assignments and question writing, including those part of our original submission. We did tailor the reflection paper assignment to include having students read and review select empirical articles within positive psychology for at least one of these assignments. (We will provide a list of potential empirical articles for them to choose from.)

3. The reviewing faculty ask that the department revise the way that the GEN Goals and ELOs are listed on the syllabus. Currently, the GEN Theme: Health and Wellbeing goals are listed as a part of the course learning outcomes (syllabus pg. 2) and these are followed by a table (syllabus pg. 3) that lists the ELOs associated with the first two GEN Theme: Health and Wellbeing goals, but not the third and final goal. The reviewing faculty ask that all the GEN goals and ELOs be labeled as GEN Theme: Health and Wellbeing goals and ELOs and listed together in their entirety and separate from any course-specific goals and ELOs. They also ask that the unit include a short explanation of how this course, in particular, meets those goals and ELOs. This explanation can be in table form (as it currently appears on pgs. 3-4) or via a short paragraph that follows the listing of the goals and ELOs. The goals and ELOs are available in an easy-to-copy/paste format on the [Arts and Sciences Curriculum and Assessment Services website](#).

\*We now present the Goals and Expected Learning Outcomes in their entirety and separate from any course-specific goals and ELOs on pages 2-3. We present a short paragraph for how the course meets each ELO on pages 3 and 4.

4. The Arts and Sciences Curriculum Committee recently updated the list of required syllabus statements for all syllabi within the College to include a statement on religious accommodations. This new, required statement is a result of a directive by the Executive Vice President and Provost and [can be found here on the ASC Curriculum and Assessment Services website](#). The Subcommittee thanks you for adding this statement to your course syllabus.

\*We added the Statement on Religious Accommodations to the syllabus.

5. The reviewing faculty recommend that the department use the most recent version of the Student Life Disability Services Statement (syllabus pgs. 14-15), which was updated to reflect the university's new COVID-19 policies in August 2023. The updated statement can be found in an easy-to-copy/paste format on the [Arts and Sciences Curriculum and Assessment Services website](#).

\*We now include the most recent version of the Student Life Disability Services Statement.

6. The reviewing faculty suggest that the department use the most recent version of the Mental Health Statement (syllabus pg. 14), as the name and phone number of the Suicide/Crisis hotline have changed. The updated statement can be found in an easy-to-copy/paste format on the [ASCCAS website](#).

\*We now include the most recent version of the Mental Health statement that has the updated information.

Sincerely,

Alisa Paulsen, Ph.D.  
Director of Undergraduate Programs  
Department of Psychology



# SYLLABUS

# PSYCHOLOGY 2303

Positive Psychology

Autumn 202X – Class #: XXXXX

## COURSE OVERVIEW

### Instructor

Instructor:

Email address:

Phone number:

Office hours:

### Course Assistant

Course Assistant:

Email address:

Office hours:

### Course description

Prior to World War II, psychology had three stated principles: make the lives of people fulfilling, identify and enhance human excellence, and treat psychopathology. Proponents of positive psychology make the argument that over the past 70 years, psychology, particularly clinical psychology, has focused almost solely on the treatment of psychopathology and less-than-optimal functioning, while ignoring the first two goals of the science of psychology. Researchers and practitioners interested in studying and promoting human potential posit that psychology is in need of an attentional shift toward human strengths and the conditions that lead to human flourishing.

This course is a review of the literature related to the following questions: Why bother studying positive experiences? What conditions result in optimizing human potential and flourishing? What benefits are associated with various human strengths? Can we do things differently to meet our full potential or are we stuck wherever we are? Are there drawbacks in focusing on strengths and positive experiences? What is happiness? We will explore these questions from various perspectives, with a focus on psychological science. We will also incorporate analysis of the sociocultural determinants of health and well-being, including discussions of socio-economic, historical, and cultural perspectives.

Many of the lessons in this course have experiential components. Therefore, you will not only be learning about the concepts and techniques related to positive psychology in the academic sense. You will also be learning through doing and, as such, will have knowledge based both on scientific review and personal experience. You will be asked to identify, reflect on, and apply strategies from the course material to promote your own health and well-being.

## **GEN Theme: Health and Wellbeing Goals and ELOs**

### **Goals:**

1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component. [Note: In this context, "advanced" refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.]
2. Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.
3. Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing. (e.g., physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.)

### **Expected Learning Outcomes:**

Successful students are able to:

- 1.1. Engage in critical and logical thinking about the topic or idea of the theme.
- 1.2. Engage in advanced, in-depth, scholarly exploration of the topic or idea of the theme.
- 2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.
- 2.2. Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

3.1. Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives.

3.2. Identify, reflect on, or apply strategies for promoting health and wellbeing.

ELO 1.1. will be met by having students: (a) write a total of 7 reflection papers that cover the experiential exercises, lecture topics, and empirical and theoretical readings on the numerous positive psychological constructs presented throughout the course, (b) develop multiple-choice questions on the material three times throughout the course, (c) teach a positive psychology construct to the class either individually or within a group, (d) engage in class-based discussion on the various positive psychological constructs using evidence-based logical reasoning, (e) read and critically think about the content of Frankl's *Man's Search for Meaning* and an assigned film, how they relate to course content, and how they can be used to lead a life worth living, (f) explore and analyze health and well-being from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives, (g) identify, reflect on, and apply strategies for promoting health and wellbeing, and (h) complete 12 quizzes and 3 exams in which students demonstrate comprehension of the text and discussions.

ELO 1.2. will be met by having students (a) read each text chapter or article which is devoted to one or a few of the numerous empirically supported constructs within the field of positive psychology, (b) engage in class discussion focused on critically examining each positive psychological construct and discussing how each construct can be developed to enhance psychological well-being and health, (c) read and explore the contents of *Man's Search for Meaning* and how its contents are used in therapy and to help people make and find meaning within their lives, (d) watch and critically examine a film that showcases students' critical thinking about how the messages within the film align with course content, and (e) comprehensively examine a positive psychological construct, consulting the existing body of research on the construct, creating a PowerPoint presentation, and delivering a 10-20 minute presentation of the construct.

ELO 2.1. will be met by having students: (a) create 10 multiple-choice questions on the material three times throughout the semester, (b) reflect on the positive psychological constructs discussed in the text, articles, lecture, and experiential exercises five times during the semester, and (c) Complete short-answer exam questions which integrate the material presented across two or more positive psychological constructs examined.

ELO 2.2. will be met by having students: (a) write a reflection paper on Frankl's *Man's Search for Meaning* and engage in critical discussion of the themes reflected in the book, (b) write a reflection paper on an assigned film and engage in critical discussion of how the themes align with positive psychology, and (c) write reflection papers equally spaced throughout the semester that cover the experiential exercises, readings, and text content that encourage students to apply the positive psychological constructs to their lives. Exposure to each positive psychological construct is shown to enhance a sense of self and well-being by fostering



mindfulness, self-compassion, proactive coping skills, flow, identifying signature strengths, and more.

ELO 3.1. will be met by having students: (a) examine and discuss theories such as Fredrickson's Broaden-and-Build theory, Deci and Ryan's Self-Determination Theory, Holland's Career Theory, Csikszentmihalyi's Flow Theory and Creativity Theory, Snyder's Hope Theory, Neff's Theory of Self-Compassion, Gottman's Theory of Relationship Satisfaction, and more, (b) engage in the scientific literature on positive psychology as they research their topic for the presentation of their chosen positive psychological construct, (c) read the text and articles that present scientific findings on each positive psychological construct discussed as well as varied cultural expressions of the positive psychological constructs, (d) examine their personal perspectives and experiences that relate to the various positive psychological constructs, (e) observe other students' personal perspectives of each positive psychological construct examined.

ELO 3.2. Consistently throughout the semester, the course and text facilitate the identification of numerous well-being constructs and expose students to scientific evidence that evaluates each construct. Five times throughout the semester, students will reflect on and apply (through experiential exercises) the positive psychological constructs in ways that enhance their mental, emotional, career, spiritual, intellectual, and/or creative well-being.

## HOW THIS COURSE WORKS

### Mode of delivery:

- In-person delivery.
- All sessions will be held within the original time/day pattern of this course – Tuesdays and Thursdays from 11:10 a.m. - 12:30 p.m.
- The lectures in this class incorporate class discussions.

**Credit hours and work expectations:** This is a **3-credit-hour course**. According to [Ohio State policy](#), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) **to receive a grade of (C) average**.

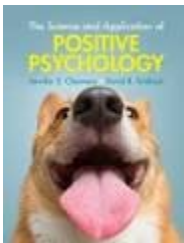
**Attendance and participation:** Although attendance is not required in this class, it is strongly encouraged. In addition to attending class, I appreciate your mindful participation. Please do your best to be present during class. Do your best to reduce distractions (e.g., close your email accounts/notifications during class, put your phone away). Further, the class will be most

beneficial for everyone if different voices and perspectives are represented. As such, please plan to contribute to class discussions.

**In-class quizzes:** I believe (and the evidence suggests) that you will get the most out of this class (or any class) if you come to class prepared. In this class, that means you will be better able to participate and synthesize information if you have read the assignments before coming to class. To encourage you to do so, there will be 12 5-point quizzes on the assigned reading throughout the semester. I will automatically drop two of the quizzes so if you miss up to two quizzes, no problem. The quizzes will be on Carmen and will be open at the beginning of a class period. They will stay open for 24 hours, so you have plenty of time to complete the quizzes, even if you need to miss class. We will often answer the quiz questions in class, and you will be given a minute or two at the end of class periods to answer quizzes, if you would like to do it at that time.

## COURSE MATERIALS AND TECHNOLOGIES

### Textbooks (Required)



Cheavens, J. S. & Feldman, D. B. (2022). *The Science and Application of Positive Psychology*. Cambridge University Press.

Frankl, V. E. (2006). *Man's search for meaning*. Beacon.

There also will be other assigned/**required** readings (see class schedule); these will be available on Carmen/Canvas.

### Course technology

#### TECHNOLOGY SUPPORT

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at [ocio.osu.edu/help/hours](https://ocio.osu.edu/help/hours), and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** [ocio.osu.edu/help](https://ocio.osu.edu/help)

- **Phone:** 614-688-4357(HELP)
- **Email:** [servicedesk@osu.edu](mailto:servicedesk@osu.edu)
- **TDD:** 614-688-8743

## TECHNOLOGY SKILLS NEEDED FOR THIS COURSE

- Basic computer and web-browsing skills
- Navigating Carmen ([go.osu.edu/canvasstudent](https://go.osu.edu/canvasstudent))
- Recording a slide presentation with audio narration ([go.osu.edu/video-assignment-guide](https://go.osu.edu/video-assignment-guide))
- Recording, editing, and uploading video ([go.osu.edu/video-assignment-guide](https://go.osu.edu/video-assignment-guide))

## REQUIRED EQUIPMENT

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

## Required Software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at [go.osu.edu/office365help](https://go.osu.edu/office365help).

## CARMEN ACCESS

You will need to use BuckeyePass ([buckeyepass.osu.edu](https://buckeyepass.osu.edu)) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions ([go.osu.edu/add-device](https://go.osu.edu/add-device)).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application ([go.osu.edu/install-duo](https://go.osu.edu/install-duo)) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

# GRADING AND FACULTY RESPONSE

## How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
In Class Quizzes (5 points per quiz; 2 misses allowed)	50
Reflection Papers (20 points per paper)	100
Reflection and Participation in Frankl discussion	40
Reflection and Participation in Film discussion	40
Question Writing (20 points per assignment)	60
Exams (50 points per exam)	150
Final Project	100
<b><u>Total</u></b>	<b>540</b>

See course schedule below for due dates.

## Descriptions of major course assignments

### REFLECTION PAPERS

**Description:** Your level of involvement and contribution to your own understanding of positive psychology will account for close to one-fourth of your grade in class. There will be five reflection papers due over the course of the semester. Reflection papers can cover any of the experiential exercises, lecture topics, science-based (empirical) articles, or readings that have been assigned or presented in class *since the last reaction paper*. One of these assignments needs to be reading, reviewing, and critically analyzing one of the empirical articles on the list. The papers should be between one *full* page and two pages (not including any references or name/date/class lines). All papers must be typed, double-spaced, and written in 11- or 12-point font with one-inch margins. I will suggest experiential exercises at least once a week and there are also multiple experiential exercises at the end of each of the chapters in the book. I think it is really useful for you to try out at least one or two of the exercises over the semester (and feel free to do these for all five RPs). That being said, there is no requirement that the reflection papers be about experiential exercises.

These papers will be graded on a pass/fail basis - if you turn the paper in **on time** (to the minute) and it meets the stated requirements of the assignment, you will be given full credit on that assignment. Although the papers are pass/fail, please be mindful of your reader and check grammar, spelling, and punctuation. I reserve the right to deduct points for papers that cannot be reasonably read due to poor composition and will also deduct points if the papers don't cover appropriate topics or do not meet the requirements of the assignment in other ways.

Papers can be posted to the appropriate dropbox in Carmen. Papers that are posted on Carmen must be received by the beginning of the class period (i.e., the minute that class starts) in which they are due (time received will be determined by the time stamp on the Carmen system and is not open to dispute). If a paper is received late (defined as after the start (i.e., the minute) of the class period in which it is due), five points (out of the 20 points available) will be deducted from the score for each day (i.e., 24-hour period from the start of class) the paper is late. Papers will not be accepted more than four days late. Please note that you can turn papers in as early as you would like within each paper due-date window.

**Academic integrity and collaboration:** You may discuss the readings and experiential exercises with other students and me/the TA as much as you like. In fact, please do! Your reflection paper must be your own individual work, should reflect your unique thoughts, and be written in your own words.

## REFLECTION ON FRANKL'S MAN'S SEARCH FOR MEANING

### **Description:**

Come to class on **December 6** having read Viktor Frankl's Man's Search for Meaning. Completing a reading does not just mean scanning the book, but rather engaging in a close reading. You should grasp the author's points and mull over them. Arrive in class with questions and with several sections/quotations/ideas you wish to discuss that you found meaningful. Preparation such as this will lead to hearty class discussions. Your grade will be divided into two parts:

You will turn in a **1-page typed reaction** (single spaced) of the book (do not exceed 2 pages), articulating passages, your reactions, and how the content specifically applies to class material (positive psychological concepts). This part is worth 20 points. It will be graded carefully, so make sure it is well-thought-out and not "stream of consciousness." Show me that you read the book carefully, thought critically about its contents and Frankl's therapy approach, grasped its meaning, and have thought about how it applies to your life moving forward.

Engage in **class discussion** of the book, which is an additional 20 points. Show that you thought critically about the content, messages, and meaning within the book.

## REFLECTION ON FILM

Come to class November 17 having watched the film assigned. You will turn in a **1-page typed reaction** (single spaced) of the film (do not exceed 2 pages), articulating passages, your reactions, and how the film specifically applies to class material (positive psychological concepts). This part is worth 20 points. It will be graded carefully, so make sure it is well-thought-out and not “stream of consciousness.” Show me that you watched the film carefully, thought critically about its contents and have thought about how it applies to your life moving forward.

Engage in **class discussion** of the film, which is an additional 20 points. Show that you thought critically about the content, messages, and meaning within the film.

## QUESTION WRITING

**Description:** There will be three opportunities for you to deepen your understanding of the concepts by writing and answering multiple choice questions. For each assignment, you are to write and answer 10 multiple choice questions covering the material presented since the previous question writing exercise. We will present you with a grading rubric and some suggestions for what makes a good multiple-choice question by **September 9<sup>th</sup>**. It is my hope that writing questions on the material will deepen your understanding of the constructs and studies in a relatively low-stress environment.

Question writing assignments can be posted to the appropriate dropbox in Carmen. To receive full credit, assignments must be received by the beginning of the class period (i.e., the minute that class starts) in which they are due (time received will be determined by the time stamp on the Carmen system and is not open to dispute). If an assignment is received late (defined as after the start (i.e., the minute) of the class period in which it is due), five points (out of the 20 points available) will be deducted from the score for each day (i.e., 24-hour period from the start of class) the paper is late. Assignments will not be accepted more than four days late.

**Academic integrity and collaboration:** You may discuss the concepts from class with other students and me as much as you like. In fact, please do! Your multiple-choice questions must be your own individual work, should reflect your unique thoughts, and be written in your own words.

## EXAMS

**Description:** There will be three exams on the material presented in class and in the book. Exam questions will be in the form of multiple choice, fill-in-the-blank, true/false, and/or short answer items. These exams will be delivered in-class during the scheduled class time. There will not be additional material presented on test days.

**Academic integrity and collaboration:** Exams should be completed by you without any help from anyone else.

## FINAL PROJECT

**Description:** In the final project, you will choose a topic from the provided list (see the end of the syllabus) and create a presentation in which you and (potentially) your group members teach a positive psychology construct. The presentation should be recorded and uploaded to the Carmen site. Each presentation should be between 10 – 20 minutes. When developing your presentation, you will want to focus on teaching another adult about the construct. For example, you might discuss how it is defined in the positive psychology literature and delineate any differences between the lay and scientific conceptualizations of this construct. You will want to review at least two studies that have been published in a peer reviewed outlet (these studies should not be studies that we covered in depth during lecture) and it would be great to give people opportunities for further learning about your construct. For instance, are there podcasts, books, movies, music, or activities that would allow your listener to continue learning after your presentation. A list of potential topics and rubric for the project are provided at the end of the syllabus.

The final project can be a group project. I would really like for you all to develop some relationships in this course and this will provide you an opportunity to do so. However, I know that not everyone likes to work in groups. Thus, we will ask you within the first two weeks of the course whether you would like to do your final project on your own or in a group. If you choose to do the final project in a group, you will be assigned to a group. You may not request specific group members with whom to work and once you are assigned a group, you must complete the project with that group.

## EXTRA CREDIT

There is one extra credit option for the class. The extra credit assignment will be worth up to 15 points added to your final point total. The assignment is to participate in our positive psychology book club and write a 2 – 3 page paper discussing your reaction to the book. The paper is worth up to 8 points. We will choose the book on the first day of class and I will post the title on Carmen. A list of books we've previously read in class is at the end of the syllabus. If you would like to participate in the book club but don't want to write a paper, please read the book and come to the discussion – we would love to have you there and you can still get up to 7 points. In the paper, you should provide a short summary of the main points of the book and then share your reaction to the book. Were you convinced of the author's argument? Do you think this will be helpful for you in thinking about your life? Would you recommend the book to others? Any references used should be in APA format but you don't have to have any references. The due date for the extra credit assignment is: **November 22, 2022** at the

beginning of the class period (i.e., the minute class starts). Late extra credit papers will not be accepted, for any reason; however, you are welcome to turn the extra credit assignments in early. We will have the book club discussion during class on November 22, 2022.

## GRADING SCALE

Final grades will be based on a cumulative points system. The reflection papers are worth 100 points total and question writing assignments are worth 60 points total (160 points). The exams are worth 50 points each (150 points). The final project is worth 100 points and the attendance quizzes are worth 50 points. Thus, there is a total of 460 points available resulting in the following grading scale:

Letter	A	A-	B+	B	B-	C+	C	C-	D+	D	E
Percent	93%	90%	87%	83%	80%	77%	73%	70%	67%	60%	<60%
Points	428	414	400	382	368	354	336	322	308	276	<300

This should make it relatively easy for you to keep track of your grades and to see how you are doing throughout the semester. If you know that you need a “C-” to graduate, and you have earned 270 points coming into the final project, then you will need to earn at least 52/100 points on the final project to earn the grade you would like to have.

## Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

- **Grading and feedback:** You can generally expect feedback on assignments within **10 - 14 days**.
- **Email:** I will do my best to reply to emails within **36 hours on weekdays when class is in session at the university**.



## OTHER COURSE POLICIES

### Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to write reflection papers as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine.
- **Tone and civility:** Let's maintain a supportive learning community where people can disagree amicably. Remember that sarcasm doesn't always come across clearly. Please do not engage other students with negative feedback about them as a person and remember to always rely on the data and to focus on the argument being made, not the person making it. Remember to adhere to the OSU Student Code of Conduct at all times - <https://studentconduct.osu.edu/>
- **What is said in class stays in class:** Please do not share any course materials or student contributions outside of this class without clear written permission from me. This includes slides and recording from lectures.

### Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

Ohio State's academic integrity policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's *Code of Student Conduct* ([studentconduct.osu.edu](https://studentconduct.osu.edu/)), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

**If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct.** If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

**It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.**

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page ([go.osu.edu/coam](http://go.osu.edu/coam))
- Ten Suggestions for Preserving Academic Integrity ([go.osu.edu/ten-suggestions](http://go.osu.edu/ten-suggestions))
- Eight Cardinal Rules of Academic Integrity ([go.osu.edu/cardinal-rules](http://go.osu.edu/cardinal-rules))

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are **only** for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## **Statement on Title IX**

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at [titleix.osu.edu](http://titleix.osu.edu) or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu). Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit [equity.osu.edu](http://equity.osu.edu) or email [equity@osu.edu](mailto:equity@osu.edu).

## **Commitment to a diverse and inclusive learning environment**

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

## **Statement on Religious Accommodations**

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.

Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

## **Your Mental Health**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

## **ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

## Requesting accommodations

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the [Safe and Healthy Buckeyes site](#) for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; or [slds.osu.edu](http://slds.osu.edu).

## Accessibility of course technology

This course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with me.

- Canvas accessibility ([go.osu.edu/canvas-accessibility](http://go.osu.edu/canvas-accessibility))

## COURSE SCHEDULE

Date	Topic	Reading/Assignment
August 23	Intro to Class	None
August 25	What is Positive Psychology and Why do we need it?	Chapter 1
August 30	Myths of Positive Psychology	Chapter 2
September 1	Positive Emotions: Positive Affective Experiences	Chapter 3, pages 47 - 55  <b><u>RP 1 Due</u></b>
September 6	Positive Emotions: Causes and Outcomes	Chapter 3, 55 – 82
September 8	Positive Emotions: Broaden and Build	Fredrickson (2003)
September 13	Transcendence	Chapter 4
September 15	Morality	Haidt (2007)  <b><u>RP2</u></b>
September 20	Mindfulness	Chapter 5, 117 - 132  <b><u>Question Writing 1</u></b>
September 22	<b>EXAM 1</b>	
September 27	Savoring & Flow	Chapter 5, 133 - 146
September 29	Talent & Giftedness	Chapter 6
October 4	Hope & Optimism	Chapter 7
October 6	Goal-Setting	<b><u>RP3</u></b>

October 11	Virtues, Values and Character Strengths	<a href="http://www.viacharacter.org/www/The-Survey">http://www.viacharacter.org/www/The-Survey</a> Chapter 8
October 13	<b>*** FALL BREAK – NO CLASS ***</b>	
October 18	Prosocial Behavior	Chapter 12 <b><u>Question Writing 2</u></b>
October 20	<b>NO CLASS</b>	ACTS of KINDNESS
October 25	<b>EXAM 2</b>	
October 27	Relationships	Chapter 10
November 1	Relationships	Chapter 10 <b><u>RP4</u></b>
November 3	Successful Aging	Chapter 9
November 8	Successful Aging	
November 10	Forgiveness	Chapter 11, pages 297 - 308
November 15	Gratitude	Chapter 11, pages 279 – 296
November 17	Film and Discussion	Gratitude Visit
November 22	<b>BOOK CLUB</b>	
November 24	<b>*** THANKSGIVING – NO CLASS ***</b>	

November 29	Positive Psychology at Work	Chapter 13 <b><u>RP5</u></b>
December 1	Positive Mental Health	Chapter 14 <b><u>FINAL PROJECT DUE</u></b>
December 6	Discussion of Frankl	<b><u>Question Writing 3</u></b> <b><u>Reflection on Frankl</u></b>
December 12	<b>EXAM 3</b>	<b><u>12:00 – 1:45 p.m.</u></b>

## Psych 2303, Autumn 2022

### Final Project Description and Rubric

**Description:** In the final project, you will choose a topic from the provided assignment list and create a presentation in which you and (potentially) your group members teach a positive psychology construct. The presentation should be recorded and uploaded to the Carmen site. Each presentation should be between 10 – 20 minutes. When developing your presentation, you will want to focus on teaching another adult about the construct. For example, you might discuss how it is defined in the positive psychology literature and delineate any differences between the lay and scientific conceptualizations of this construct. You will want to review at least two studies that we haven't covered in class and it would be great to give people opportunities for further learning about your construct. For instance, are there podcasts, books, movies, music, or activities that would allow your listener to continue learning after your presentation.

The final project can be a group project. I would really like for you all to develop some relationships in this course and this will provide you an opportunity to do so. However, I know that not everyone likes to work in groups. Thus, we will ask you within the first two weeks of the course whether you would like to do your final project on your own or in a group. If you choose to do the final project in a group, you will be assigned to a group. You may not request specific group members with whom to work.

**Academic integrity and collaboration:** This can be a group project and, as such, you are expected to work with your team to develop a final project idea and presentation. The final project must be the work of all group members and should reflect the group's efforts. Everyone should contribute and the work should be developed within the context of this project.



## **Grading Rubric**

This project is worth 100 points. Points will be distributed in the following way:

**Length of presentation** (10 points): For full credit, the presentation should be least 10 minutes long and no longer than 20 minutes. Points will be deducted for presentations that are too short or too long.

**Contribution of group members** (10 points): If you do this as a group project, other members of your group will be asked to indicate whether everyone contributed to the project and rate the contributions of each group member. Keep in mind – not everyone has to do the same things. Some group members might not speak on the recording and instead do more writing or designing of the visual material. As long as your group is in agreement on contributions, that is fine with me. You will be asked to say what each person did to contribute. Ten points of the grade will be based on these ratings.

**Timeliness** (10 points): For full credit, the presentation must be turned in on time. If the presentation is uploaded after 11:10 a.m., 5 points will be deducted for the first 24-hour period and another 5 points will be deducted for the next 24-hour period. Projects WILL NOT be excepted more than 48 hours late.

**Readability and Appearance of the Presentation** (15 points): Up to 15 points will be awarded for the readability and appearance of the presentation. Make sure you check for grammatical and spelling errors in any of the written material. Additionally, attend to the appearance of any visual material – does it look nice? If you use slides, they shouldn't be too busy and all words should be big enough for someone to read.

**Quality of the Oral Presentation** (15 points): We will award up to 15 points based on the quality of the oral presentation. As you are recording the oral presentation, attend to speed of speaking, clarity in speaking, and the ability of the listener to understand what you are saying. If you are on camera, think about where you are looking and how that comes across in the video.

**Representation of the Material** (40 points): The purpose of the presentation is to teach others about one of the positive psychology constructs. Make sure that you are defining the construct (in ways that would be easy to understand) and letting the listener know what we, as a field, know about this construct. Try to be as inclusive as possible – do we know if this construct looks different in different cultures? Is there evidence that some people have more access to this construct than other people?

In your presentation, you must review at least two studies. These should be studies that weren't covered in lecture or in the book. In this review, make sure that you explain as much as is needed about the design of the study for someone to be able to evaluate the quality of the

study. Summarize the main findings and the implications of these findings. Make sure that somewhere, you cite your studies. Finally, as we are interested in both the science and application of positive psychology, it would be great to give your listeners somethings to check out if they are wanting more of this in their lives. Any suggestions for podcasts, movies, books, or exercises they could use in daily life would be great!

### Construct List

Happiness/Positive Affect	Gratitude
Malleable Mindsets	Forgiveness
Goal-Setting	Optimism
Hope	Kindness
Altruism	Love
Meaning	Purpose
Courage	Post-Traumatic Growth
Resilience	Broaden & Build
Savoring	Flow
Mindfulness	Spirituality/Religion
Morality	Friendships
Elevation	Talent
Achievement	Giftedness
Successful Aging	Social Intelligence
Humility	Flourishing

\*\*\*If your group wants to do a specific version of one of these constructs (e.g., authentic happiness, Divine forgiveness, gratitude in Asian cultures), let me and/or Elana know before you go forward with that\*\*\*

## BOOKS FROM PREVIOUS BOOK CLUBS

Achor, S. (2018). *The Happiness Advantage: How a positive brain fuels success in work and life*. Penguin Random House.

Burkeman, O. (2013). *The Antidote: Happiness for people who can't stand positive thinking*. Farrar, Straus, and Giroux.

Frankl, V. (2006 edition). *Man's Search for Meaning*. Beacon Press.

Feldman, D. B. (2014). *Supersurvivors: The surprising link between suffering and success*. HarperCollins.

Haidt, J. (2005). *The Happiness Hypothesis: Finding modern truth in ancient wisdom*. Basic Books.

Hanson, R. (2020). *Resilient: How to grow an unshakable core of calm, strength, and happiness*. Harmony.

Jay, M. (2019). *Supernormal: The secret world of the family hero*. Twelve.

Kaplan, J. (2015). *The Gratitude Diaries: How a year of looking on the bright side can transform your life*. Dutton.

Rendon, J. *Upside: The new science of post-traumatic growth*. Touchstone.

Rubin, G. (2008). *The Happiness Project: Or, Why I spent a year trying to sing in the morning, clean my closets, fight right, read Aristotle, and generally have more fun*. HarperCollins.

Russell, H. (2015). *The Year of Living Danishly: Uncovering the secrets of the world's happiest country*. Icon Books.

Zaki, J. (2020). *The War for Kindness: Building empathy in a fractured world*. Crown.

**Briefly describe how this course connects to or exemplifies the concept of this Theme (Health & Wellbeing)**

**In a sentence or two, explain how this class “fits” within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.**

In 1997, Martin Seligman (1997), an eminent psychologist and then-President of the American Psychological Association, observed that psychology had only been working toward one of its stated goals (treating psychopathology) and neglecting its other stated goals (making the lives of people fulfilling, enhancing human excellence) and encouraged psychologists to study ways to facilitate well-being. Since 1997, Positive Psychology has flourished as a distinct and empirical field of study within psychology that focuses on enhancing interpersonal, intrapersonal, and social well-being in a holistic manner. As a course, Psych 2303 reviews the established subareas within Positive Psychology, which involves presenting and discussing research on how to enhance happiness, mindfulness, proactive coping, positive emotions, flow, creativity, savoring, hope, coping with adversity, gratitude, forgiveness, positive relationships, prosocial behavior, forgiveness, successful aging, career satisfaction, talent, and transcendence.

	Course activities and assignments to meet these ELOs
<p>ELO 1.1 Engage in critical and logical thinking.</p>	<p>This course will build skills needed to engage in critical and logical thinking about health and well-being through students:</p> <ol style="list-style-type: none"> <li>1. Writing 5 reflection papers that cover the experiential exercises, lecture topics, and readings on the numerous positive psychological constructs presented throughout the course.</li> <li>2. Developing multiple-choice questions on the material three times throughout the course.</li> <li>3. Teaching a positive psychology construct to the class either individually or within a group.</li> <li>4. Engaging in class-based discussion on the various positive psychological constructs using evidence-based logical reasoning.</li> <li>5. Completing 12 quizzes and 3 exams in which students demonstrate comprehension of the text and discussions.</li> </ol>
<p>ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.</p>	<p>This course will build skills needed to engage in an advanced, in-depth, scholarly exploration of numerous constructs within health and well-being through students:</p> <ol style="list-style-type: none"> <li>1. Reading each text chapter or article which is devoted to one or a few of the numerous empirically supported constructs within the field of positive psychology</li> <li>2. Engaging in class discussion focused on critically examining each positive psychological construct and discussing how each construct can be developed to enhance psychological well-being and health.</li> <li>3. Comprehensively examining a positive psychological construct, consulting the existing body of research on the construct, creating a PowerPoint presentation, and delivering a 10-20 minute presentation of the construct.</li> </ol>
<p>ELO 2.1 Identify, describe, and synthesize approaches or experiences.</p>	<p>This course will build skills needed to identify, describe, and synthesize approaches or experiences within health and well-being through students:</p> <ol style="list-style-type: none"> <li>1. Creating 10 multiple-choice questions on the material three times throughout the semester.</li> <li>2. Reflecting on the positive psychological constructs discussed in the text, articles, lecture, and experiential exercises five times during the semester.</li> <li>3. Completing short-answer exam questions which integrate the material presented across two or more positive psychological constructs examined.</li> </ol>
<p>ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</p>	<p>This course will build skills needed for students to demonstrate a developing sense of self as a learner through reflection and self-assessment by students:</p> <ol style="list-style-type: none"> <li>1. Writing reflection papers equally spaced throughout the semester that cover the experiential exercises, readings, and text content that encourage students to apply the positive psychological constructs to their lives. Exposure to each positive psychological construct is shown to enhance a sense of self and well-being by fostering mindfulness, self-</li> </ol>

	compassion, proactive coping skills, flow, identifying signature strengths, and more.
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	Course activities and assignments to meet these ELOs
ELO 3.1 Explore and analyze health and well-being from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives.	<p>This course will explore and analyze mental, emotional, career, spiritual, intellectual, and creative well-being from theoretical, scientific, cultural, and personal perspectives. Specifically:</p> <ol style="list-style-type: none"> <li>1. Through readings and class discussions, students will examine and discuss theories such as Fredrickson’s Broaden-and-Build theory, Deci and Ryan’s Self-Determination Theory, Holland’s Career Theory, Csikszentmihalyi’s Flow Theory and Creativity Theory, Snyder’s Hope Theory, Neff’s Theory of Self-Compassion, Gottman’s Theory of Relationship Satisfaction, and more.</li> <li>2. Students will engage in the scientific literature on positive psychology as they research their topic for the presentation of their chosen positive psychological construct.</li> <li>3. Students will read the text and articles that present scientific findings on each positive psychological construct discussed as well as varied cultural expressions of the positive psychological constructs.</li> <li>4. In their reflection papers, students will examine their personal perspectives and experiences that relate to the various positive psychological constructs of their choosing.</li> <li>5. Through class discussion, students will observe other students’ personal perspectives of each positive psychological construct examined.</li> </ol>
ELO 3.2 Identify, reflect on, or apply strategies for promoting health and well-being.	<p>This course will enable students to identify, reflect on, and apply strategies for promoting their health and well-being.</p> <ol style="list-style-type: none"> <li>1. Consistently throughout the semester, the course and text facilitate the identification of numerous well-being constructs and expose students to scientific evidence that evaluates each construct.</li> <li>2. Five times throughout the semester, students will reflect on and apply (through experiential exercises) the positive psychological constructs in ways that enhance their mental, emotional, career, spiritual, intellectual, and/or creative well-being.</li> </ol>